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ABSTRACT

The discovery and deciphering of the Rosetta stone led to a rediscovery of Egypt's contribution to world culture and civilization. This document outlines the growth of knowledge and education in ancient Egypt and emphasizes the disciplines of science, medicine, art, philosophy, agriculture, and engineering. Ancient Egypt's decline and the subsequent rise in Roman, Arab, and British influences are described, along with specific cultural, social, and political contributions to world civilizations. Since the 1952 revolution, caused in part by a drive for modernization, a number of educational reforms have occurred. The current higher educational system in Egypt is described in terms of admission requirements, programs, degrees, research activities, access to education, and educational standards for faculty. Lists of universities, colleges, and schools of art and music which contain information about location, age, governance, and the number of teachers and students are provided. The document concludes with an appraisal of some of the major problems in Egypt's current educational system. A map of Egypt with educational institutions denoted is included. (JHP)

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Ph.D. in Higher Education Leadership

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"EDUCATION IN ANCIENT AND THE PRESENT EGYPT"

(FROM 4,000 B.C. TO A.D. 1983)

Instructor

Professor: James Wattenbarger

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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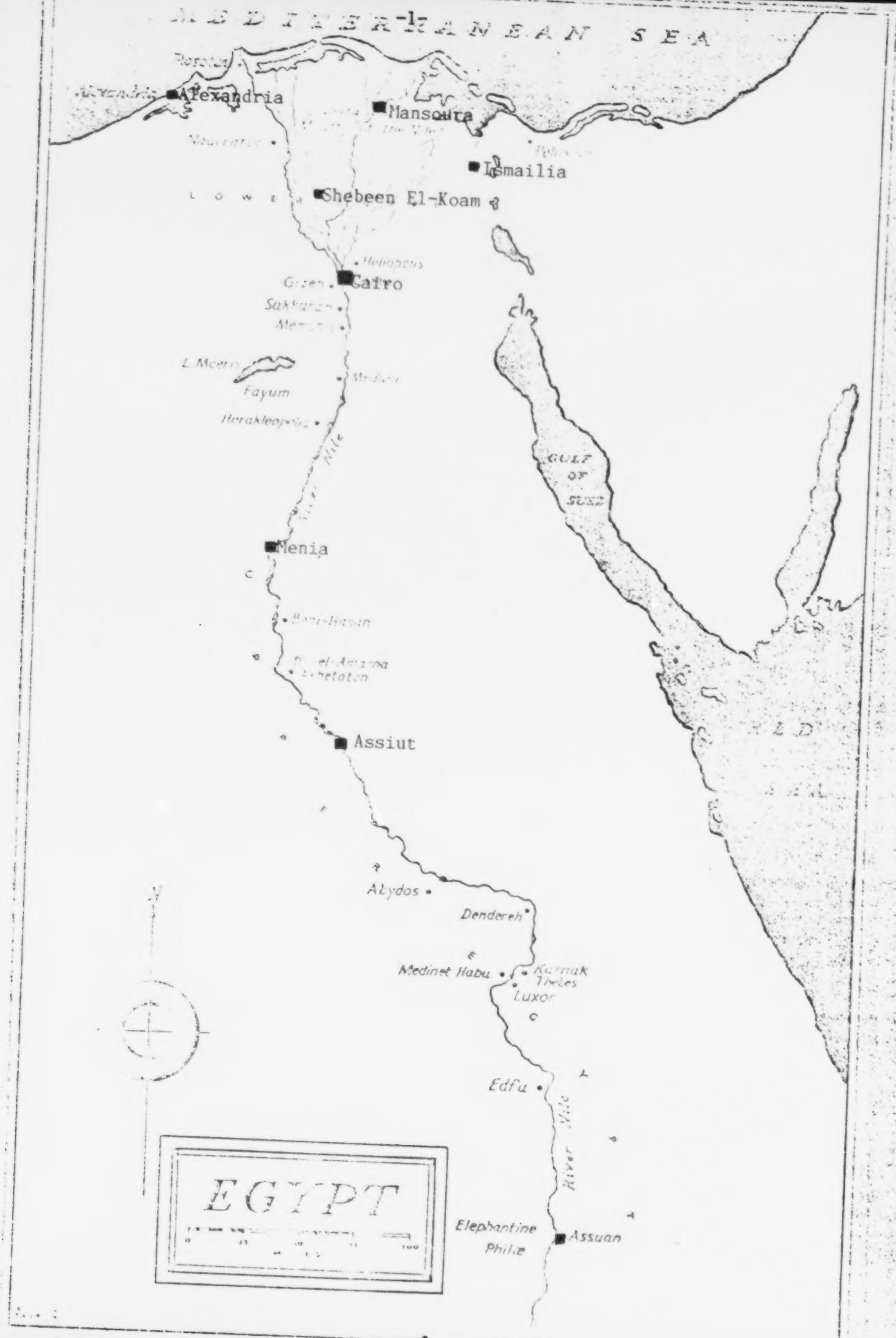
MEDITERRANEAN SEA
Alexandria
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Ismailia
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Cairo
Fayum
Menia
Assiut
Abydos
Dendereh
Medinet Habu
Karnak
Thebes
Luxor
Edfu
Elephantine
Philæ
Assuan
GULF OF SUEZ
River Nile
EGYPT

"E G Y P T"

Egypt is situated in the north eastern corner of Africa. It is bordered on the west by Libya, and in the south by Sudan, while the Mediterranean and the Red Seas from the frontiers to the north and the east.
The Red Sea and the Mediterranean are joined by the Sues Canal.
Part of Egypt, the Sinia peninsula, is in Asia.

Because Egypt is centrally located it is also a focal point in the world-wide network of water and air transport. This may be why, throughout its history, it has been a mediator in the spread of culture and civilization from one part of the world to another.

The total area of Egypt is 1,001,400 square kilometers, only one-thirtieth of which is inhabited and cultivated. Most of the population is concentrated in the strip of fertile land on both sides of the River Nile.
The total population was 46.2 million in mid-1983, and 55.1 million in mid- 86 with a population growth rate of 2.4 percent annually.
The population is expected to be 70 million around the year 2,000.

HISTORIC BACKGROUND

THE DISCOVERY OF EGYPT, (Champollion and the Rosetta Stone).

The recovery of Egypt is one of the most brilliant chapters in archeology The Middle Ages knew of Egypt as a Roman colony and a christian settlement; the Renaissance presumed that civilization had begun with Greece; even the Enlightenment, thought it concerned itself intelligently with China and India, knew nothing of Egypt beyond the Pyramids.

Egyptology was a by-product of Napolionic imperialism. When the great Corsican led a French expedition to Egypt in 1798, he took with him a number of draughtsmen and engineers to explore and map the terrain and made place also for certain scholars absurdly interested in Egypt for the sake of a better understanding of history. It was this corps of men who first elaborate Discription de L' Egypte (1809-13); which they prepared for the French Academy was the first milestone in the scientific study of this forgotten civilization Champollion, applied himself to the decipherment of the hieroglyphics. Champollion, applied himself to a great black stone slab that Napoleon's troop had stumbled upon near the "Rosetta" mouth of the Nile.

This "Rosetta Stone" contained an inscription in three languages: first in "hieroglyphics", second in "Demotic" -the popular script of Egyptians, and third in "Greek". Champollion, after more than twenty years of labor, deciphered the whole inscription, discovered the entire Egyptian alphabet, and opened the way to the recovery of a lost world.

THE KNOWLEDGE IN ANCIENT EGYPT

The first real person in known history is not a conqueror or a king, but an artist and a scientist-"Imhotep", physician, architect and chief adviser of king "Zoser" (ca 3150 B.C.). He did so much for Egyptian medicine that later generations worshiped him as a God of Knowledge, author of their science and their arts; and at the time he appears to have founded the school of architecture which provided the next dynasty with the first great builders in history. It was under his administration, according to Egyptian tradition, that the first stone house was built; it was he who planned the oldest Egyptian structure extant the-step-pyramid of "Sakarah", and apparently it was he who designed the funerary temple of "Zoser". In these old remains at Sakarah, at what is almost the beginning of historic Egyptian art.

EDUCATION IN ANCIENT EGYPT

The priests imported rudimentary instruction to the children of the well-to-do in schools attached to the temples. One high-priest, calls himself "Chief of the Royal Stable of Instruction". The teacher's function was to produce scribes for the clerical work of the State.
It is written on one papyrus, "Give your heart to learning, and love her like a mother , for there is nothing so precious as learning", says another papyrus "it is only the learned man who rules himself", "turn your heart to books during daytime and to read during the night".

The chief method of instruction was the dictation or copying of text, which were written upon potsherds or limestone flakes. The temple students were graduated from the hands of the priest to high schools attached to the office of the State treasury. There, in the first known School of Government, the young scribes were instructed in public administration. On graduating they were apprenticed to officials, who tought them through plenty of work.
In the higher grades, the student was allowed to use paper-one of the main items of Egyptian trade, and one of the permanent gifts of Egypt to the world.

SCIENCES.

The scholars of Egypt were mostly priests, enjoying, far from the turmoil of life, the comfort and security of the temples; and it was these priests who laid the foundations of Egyptian sciences.
The mathematics was highly developed; the design and construction of the pyra-mids involved a precision of measurement impossible without considerable mathi-matical lore. The careful records and calculations of the rise and recession of the Nile; surveyors and scribes were continually remeasuring the land whose boundaries had been abliterated by the inundation, and this measuring of the land was evidently the origin of the geo-metry.
The priests, for century after century, kept track of the positions of the planets, they distinguished between planets and fixed stars, noted in their catalogues stars of the fifth magnitude, and charted what they thought were the astral influences of the heavens on the fortunes of men.
From these observations they built the "Calendar", which was to be another of Egypt's greatest gifts to mankind.

MEDICINE.
****

The glory of Egyptian science was medicine.
Like almost everything else in the cultural life of Egypt, it began with the priests, and dripped with evidences of its magical origins. In Egypt rise many great physicians, surgeons and specialists, who acknowledged an ethical code that passed down into the famous Hippocratic oath. Some of them specialized in obstetrics or gynecology, some treated gastric disorders, some were oculists so internationally famous that "Cyrus" sent for one of them to come to Persia.

Egyptian doctors were armed with an aboundant pharmacopoeia.
The Ebers Papyrus lists seven hundred remedies for everything from snak-bite to puerperal fever. The Kahun Papyrus (ca 1850 B.C.) prescribes suppsitories apparently used for contraception. The Egyptians tried to promote health by public sanitations, by circumcision of males and by teaching the people the frequent use of enema. They believed that the stomach is the source of illness

ART.
***

Architecture was the noblest of the ancient arts, because it combined in imposing form mass and duration, beauty and use. It began humbly in the adornment of tombs and the external decoration of frames. Around the house, normally, was a wall enclosing a court; from the court steps led to the roof; from this the tenant passed down into the rooms. The well-to-do had private gardens carefully landscaped; the cities provided public gardens for the poor, and hardly a home but had its ornament of flowers. Inside the walls were hung with colored mattings, and the floors, if the master could afford it, were covered with rugs. Stone for building was to costly for homes; it was luxury reserved for priests and kings.

There is nothing finer in the history of sculpture than the diorite statue of "Khafre" in the Cairo Museum; it nevertheless comes down across fifty centuries almost unhurt by time's rough usages; cut in the most intractable of stones, it passes on to us completely the strength and authority, the willfulness and courage, the sensitivity and intelligence of the (artist or the) king Khafre. Most of the statures was made for the temples or tombs, the priests determined to a great degree what forms the artist should follow; and the natural conservatism of religion crept into art, slowly stifling sculpture into a conventional, stylistic degeneration.

PHILOSOPHY.
****

Historians of philosophy have been wont to begin their story with the Greeks. The Hindus, who believe that they invented philosophy, and the Chinese who believe that they perfected it. It may by that we are all mistaken; for among the most ancient fragments left to mankind by the Egyptians, are writings that belong, however loosely and untechnically, under the rubric of modern philosophy. The oldest work of philosophy known to us is the "Instructions of Ptah-hotep", which apparently goes back to 2880 B.C.-2300 years before Confucius, Socrates and Budda.
"Ptah-hotep" was Governor of Memphis, and Prime Minister to the king, under the Fifth Dynasty. Retiring from office, he decided to leave to his son a manual of everlasting wisdom. It was transcribed as an antique classic by some scholars prior to the Eighteenth Dynasty.

AGRICULTURE.
****

Behind these kings and queens were pawns; behind these temples, palaces and pyramids were the workers of the cities and the peasants of the fields. Every acre of the soil belonged to the Pharaoh, and other men could use it only by his kind indulgence; every tiller of the earth had to pay him an annual tax of ten or twenty percent in kind.

One fragment tells the school-boy what he is permitted to eat; it include thirty-three forms of flesh, forty-eight baked meats, and twenty-four varieties of drink. The rich washed down their meals with wine, the poor with barely beer.

And the same Nile that irrigated the fields deposited upon them, in its inundation, thousands of fish in shallow pools.

INDUSTRY.
****

Slowly, as the peasants toiled, an economic surplus grew, and food was laid aside for workers in industry and trade. Having no minerals, Egypt sought them in Arabia and Nubia. Copper was mined in small quantities, iron was imported from the Hittites, gold mines were found along the eastern coast, in Nubia, and in every vassal treasury.

In its earliest dynasties Egypt invented the art of fusing copper with tin to make bronze: first, bronze weapons- swords, helmets and shields; then bronze tools- wheels, rollers, pulleys, windlasses, wedges, lathes, screws, drills that bored the toughest diorite stone, saws that cut the massive slabs of the sarcophagi.

Egyptian workers made brick, cement, and plaster of Paris; they glozed pottery, blew glass, and glorified both with color. They were masters in craving of wood, they made everything from boats and carriages, chairs and beds. Out of animal skins they made clothing, quivers, shields and seats. From the papyrus plant Egyptian artisans made ropes, mats, sandals and paper. Other workmen developed the arts of enameling and varnishing, and applied chemistry to industry. Still others wave tissues of the subtlest weave in the history of the textile art; specimens of linen woven four thousand years ago show today, despite time's corrosion.

Egyptian engineering was superior to anything known to the Greeks or Romans or to Europe before the Industrial Revolution.
Senusret III, for example, built a wall twenty-seven miles long to gather into lake Moesis, the water of the Fayum basin, thereby reelaiming 25,000 acre of marsh land for cultivation. Great canals were constructed, some from the Nile to the Red Sea; Caisson was used for digging. Ships a hundred feet long by half a hundred feet wide plied the Nile and the Red Sea, and finally sailed the Mediterranean.

There was a regular postal service; an ancient papyrus sayes,
"write to me by the letter-carrier".

DECLINE OF ANCIENT EGYPT

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As everywhere in history, ran the endless struggle between church and State. The lion's share of taxes from the conquered provinces, went to the temples and the priests. These reached the zenith of their wealth under "Ramses III". They possessed at the time 107,000 slaves-one-thirtieth of the population of Egypt; they held 750,000 acres-one-seventh of all the arable land; they owned 500,000 head of cattle; they received the revenues from 169 towns in Egypt and Syria; and all this property was exempt from taxation. The generous or timorous "Rameses II" showered unparalleled gifts upon the priests of "Amon", including 32,000 kilograms of Gold and a million kilograms of Silver; every year he gave them 185,000 sacks of Corn.

When the time came to pay the workmen employed by the State, "Rameses " found his treasury empty.

More and more of people starved in order that the Gods might eat.

The most vital forces of Egypt were sucked dry by the thirst of the Gods at the very time when foreign invaders were preparing to sweep down upon all this concentrated wealth.

In 954 B.C. the Libyans came in from the western hills, and laid about them with fury; in 722 B.C. the Ethiopians entered from the south, and avenged their ancient slavery; in 674 B.C. the Assyrians swept down from the north and subjected priest-ridden Egypt to tribute. in 525 B.C. the Persians under Campyses crossed Sues, and put an end to Egypt independence.

In 332 B.C. Alexander sailed out of Asia, and made Egypt a province of Macedon

In 48 B.C. Caesar arrived to capture Egypt's new capital Alexandrea and to give to Cleopatra the son heir whom they vainly hoped to crown as unifying monarch of the greatest empires of antiquity.

In 30 B.C. Egypt became a province of Rome, and disappeared from history.!!!!

ANCIENT EGYPTIAN CONTRIBUTION TO CIVILIZATION

Nevertheless the sands have destroyed only the body of ancient Egypt; its spirit survives in the lore and memory of our race. The improvement of agriculture, metallurgy, industry and engineering; the apparent invention of glass and linen, of paper and ink, of the calendar and the clock, of geometry and the alphabet; the refinement of dress and ornament, of furniture and dwellings, of society and life; the remarkable development of orderly and peaceful government, of the census and post, of primary and secondary education, even of technical training for office and administration; the advancement of writing and literature, of science and medicine; the first clear formulation known to us of individual and public conscience, the first cry for social justice, the first widespread monogamy, the first essays in moral philosophy; the elevation of architecture, sculpture and the minor arts to a degree of excellence and power never reached before (so far as we know), and seldom equaled since: these contributions were not lost, even when their finest exemplars were buried under the desert, or overthrown by some convulsion of the globe. Through the Phoenicians, the Syrians and Jews, through the Cretans, the Greeks and Romans, the civilization of Egypt passed down to become part of the cultural heritage of mankind.
The effect are remembrance of what Egypt accomplished at the very down of history has influence in every nation and every age.

EGYPT UNDER THE ARAB INFLUENCE

When the Moslems conquered Egypt (ca A.D. 650), built Cairo with ruins of Memphis, and filled it with bright-domed mosques and citadels.
But these were alien cultures not really Egypt's own, and they too passed away Today there is a place called Egypt, but the Egyptian people are not masters there; long since they have broken by conquest, and merged in language and marriage with their Arab conquers; their cities know only the authority of Moslems and Englishmen and the feet of weary pilgrims who travel thousands of miles to find the Pyramids are merely heaps of stones.

Perhaps greatness could grow there again!
anyway, Egypt was an established leader in the field of education as early as (A.D. 970), by the founding of Al-Azhar University. one of the most renewed

institutions of higher learning in the Arab world for the study of Islamic religion, law, and philosophy. Al-Azhar was the head of a traditional educational system which developed soon after the speed of Islam throughout Egypt in the seventh century A.D. . The traditional school system consisted of the (Kuttab), which provided basic religion training, and the mosque, which offered a more advanced religious education.

The first secular school were established in Egypt after the invasion of the French in 1798. The Egyptian ruler Mohamed-Ali (Egyptian Turkish blood) ruled Egypt in 1805-1848, was responsible for starting numerous schools based on the French model. During his rule Western influences further increased with the opening of many foreign schools by Catholic and Protestant missionaries. Also at this time, many Egyptian students were sent to Europe by the government for advance study.

EGYPT UNDER BRITISH INFLUENCE

In 1882 British occupation of Egypt began.
During the period of British rule (1882-1922), a dual system of education developed, consisting of traditional (Kuttab) for the masses and modern school for the elite. The British used the modern schools primarily to train manpower for low and middle positions in the government and discouraged others from furthering their education. Those fortunate enough to complete the highly demanding school program normally sought the prestigious government positions. The populace had little access to education, and the British remained indifferent to Egyptian demands for additional educational facilities.

Students seeking a secular higher education at this time forced to study abroad. The government provided a small number of scholarships for this purpose: however, the majority of students received financial support from their families. By the early 1900 s Egyptian intellectuals were demanding that the British establish an Egyptian University: however, funds were denied. Due entirely to the efforts and financial contributions of private Egyptian citizens, the nucleus of Egyptian University was finally formed in 1908.

In 1922 the British protectorate ended, although British influence in education, continued for some time. The Egyptian government inherited sever problems from the British in the area of education and for the next decades experimented with various reforms in an effort to alleviate some of the problems. The government attempted to modify the traditional (Kuttab) schools which continued to use vertically the same curricula and teaching methods had been used in the seventh century: at the same time, the government initiated changes in the schools established under the British. Both of these attempts were largely unsuccessful. The government achieved its greatest success in expanding the school system, and numerous schools were opened.

The Egyptian university was formally established in 1925, incorporating the several existing institutions, including those founded in 1908. In 1940 its name was changed to Fuad I University. In 1942 a second university The University of Alexandria, was established, followed by University of Ain-Shams in 1950.

GAMAL ABDEL NASSER AND THE EDUCATION IN EGYPT

The revolution of 1952 marked a turning point in the history of Egypt. President Gamal Abdel Nasser, dedicated to the goal of modernization, implemented a series of reforms designed to bring education to the forefront of the national development effort. Since the revolution, the government of Egypt has been working to implement a system of education that will meet national manpower needs, a system capable of producing leaders as well as the required labor force in the various fields of production and services. Under Nasser attempts was made for the first time to relate educational policy to developmental requirements. Schools facilities at all levels increased substantially, with the goal of providing every child with a primary education by 1975. In 1953, Fuad University's name was changed to the University of Cairo. The curricula in all the schools were Arabicized, and emphasis was placed on the field of science and technology.

One of the most significant reforms implemented during Nasser's presidency was the transformation of Al-Azhar in 1961 from a medieval to modern institution. Under Nasser Egypt's fourth university, the University of Assiut, was officially opened in 1957.
Because of the expanded enrollments at the primary and secondary levels, University enrollment increased proportionally. The government took measures to ensure easier access to the universities in 1962 by making all education free and by providing additional fellowships and grants for students in financial need. Nonuniversity higher education also expanded as a number of higher institutes were established after 1957.

Expansion at the higher education level continued in the 1970 s.
By 1975 five new universities had been established, including a technical university.

THE CURRENT EDUCATION SYSTEM IN EGYPT

The general system of education in Egypt consists of six-years of compulsory primary school, followed by a three-years preparatory level and a three-years-secondary level. At the end of the primary and preparatory levels, students must pass a final examination in order to proceed to the next level. The preparatory and secondary programs are divided into vocational and academic systems. The vocational programs generally lead to employment, and the academic programs prepare the students for higher education.
The academic secondary certificate is awarded after successful complation of the academic secondary program and a national examination.

Parallel to the general system of education are the religious primary and secondary schools, which operate under the auspices of the ministry of Waqfs (Islamic Affairs). Students enrolled in these schools generally seek admission to Al-Azhar upon completion of their studies.
Since 1961 the curriculum of these schools has expanded to include academic and vocational subjects as well as religious subjects.

ADMISSION REQUIREMENTS.

Admission to a faculty at the universities is, for the most, determined by the national examination for the general secondary certificate.
Those students who score highest on the examination have priority to enter the faculties of medicine, engineering, science, pharmacy, veterinary medicine, and economics.

Secondary school graduates who are unable to gain admission to the university are allowed to study as "external" students in faculties which have no attendance requirements: arts, commerce, and law.
Under this system, which was initiated in 1953, students are not allowed to attend classes, but may study at home, take the same examinations as regularly enrolled students, and earn the same degree, if a student receives a final grade of "good" on any one year's examinations, his status is changed to that of the regularly enrolled student.

PROGRAMS AND DEGREES.

The first degree awarded at the universities is the bachelor's degree, which requires from four years of study beyond the secondary level, for most fields of study. Pharmacy, Dentistry, Engineering, and Veterinary medicine require five years; and Medicine require six years. Students who complete the six-years medicine program are allowed to practice medicine only after completing an additional year of training. In several fields may earn a diploma after two years of additional specialized work beyond the bachelor's degree. However, with the exception of medicine, the diploma is not a program.

The next higher degree awarded by most faculties is the master's degree, which requires two to three years of study beyond the bachelor's degree. Candidates in the master's program generally attend classes for one year and spend the remaining year writing the thesis, which they must defend.
Usually, only those students who hold the bachelor's degree with an overall rating of "good" are admitted to the master's program.

The highest degree awarded by most faculties is the doctorate, which takes two to three years of study beyond the master's degree. Students who hold the master's with an overall rating of "good" may be admitted to the doctorate program.

Doctorate candidates are required to conduct original research and write a thesis. An oral examination is required in some doctorate programs. In clinical medicine the thesis is a prerequisite for sitting for the doctorate examination.

Many of the nonuniversity higher education institutes award bachelor's degree after four or five years of study beyond the secondary level, teachers, and general studies offer a four-year program leading to the bachelor's degree while the industrial higher institutes offer five-year programs.

The institutes for technical training (affiliated with the Ministry of higher education) and the institutes for health technicians (affiliated with the Ministry of Health) award diplomas below the first degree level after two years of specialized study beyond the secondary level.

RESEARCH ACTIVITIES.

Since the early 1970 research has assumed an important role in the universities. Presidental Decree 49 (1972) established a separate budget for universities research. Funds are also provided by donations from business firms and individuals. Members of the university teaching staff are encouraged to undertake research, and original research is a prerequisite for academic promotion. Teaching staff are particularly encouraged to participate in allied research projects in cooperation with commercial or industrial institutions. Joint research projects have been carried out by university staff an industry, and industrial concerns have contributed funds to university research activities.

All research undertaken in the university is supervised and coordinated by a special committee of the university council, which takes steps to provent duplication and to facilitate interdisciplinary or interdepartmental cooperation.

Research is also a function of various specialized institutes throughout the country. Some of these institutes are affiliated with the universities, while others are attached to various ministries. The largest of these in the National Research Center. Although an independent institution, the center assists in the development of research in universities and the universities, in turn, are involved in the promotion of research work in the center.

EDUCATIONAL RESEARCH.

In 1955, a strong department for research was established in the Ministry and was replaced in 1972 by the National Center for Educational Research NCER a part from the prolific work going on at the colleges and at the national centers, educational research is also carried out by the National Center for Social Research, by the Center for Development of Science Teaching, and by a number of other organizations.

Several educational research studies are carried out in collaboration with the World Bank, UNESCO, UNICEF, and other United Nations organizations. Examples of these are "Repetition and Dropouts", "Influence of Nutrition on Achievement", and "The Motivation to Literacy among Adult Illiterates".

The goals of educational research are to help planners and policy makers, school administrators, teachers, and the public to improve the quantitative as well as the qualitative development of education.

STUDENTS SOCIAL BACKGROUND AND ACCESS TO EDUCATION.

Higher education facilities have expanded considerably in recent years, allowing greater numbers of students an opportunity to further their education At the university level, enrollment increased more than 50 percent between 1968 and 1972. Approximately 27 percent of those enrolled in higher education are females. The continuous expansion of educational facilities and the absence of fees in all public schools have equalized educational opportunities in both urban and rural areas and for all classes of society.

Perhaps, the most limiting factor in regard to access for educational advancement is the rigorous examination system. Which forces numerous students to terminate their education at the primary or preparatory level.

TEACHING STAFF.

The academic staff at Egyptian Universities are classified as: Demonstrators, Assistant Lecturers, Lecturers, Assistant Professors, and Professors. All permanent staff are required to hold a doctorate degree. Demonstrators are selected from among university graduates by the president on the recommendation of department involved and with approval of the faculty council. When the demonstrators obtain a master's degree, they are appointed assistant lecturers. Lecturers, assistant professors, and professors are appointed by the minister of higher education on recommendation of the university council, the faculty council, and the particular department.

For an assistant lecturer to be appointed to the position of lecturer, a period of several years must elapse between achievement of the master's degree and his appointment.

Lecturers are required to serve at least five years, during which time they are required to conduct original research being considered for the position of assistant professor.

Assistant professors must serve for a period of five years, during which time they must publish original research to be eligible for promotion to the position of professor.

The salaries of the academic staff are determined by the government and are considered high in comparison with salaries for other civil service positions in the country.

UNIVERSITIES IN EGYPT

According to the statistical publications in 1983.

1. Al-Azhar University
   Cairo
   Founded 970, modernized and expanded 1961
   State control
   Number of teachers: 3,604
   Number of students: 90,000 (on several campuses)

2- Cairo University
Orman, Giza, Cairo
Founded 1908
State control
Number of teachers: 5,830
Number of students: 113,800

3- Alexandria University
22 El-Geish Ave, El-Shatby, Alexandria
Founded 1942
State control
Number of teachers: 3,610
Number of students: 92,000

4- Ain-Shams University
Kasr-El-Zaafaran, Abasiya, Cairo
Founded 1950
State control
Number of teachers: 4,220
Number of students: 122,150

5- Assiut University
Assiut
Founded 1957
State control
Number of teachers: 2,110
Number of students: 42,520

6- Mansoura University
Sharia El-Gomhoria, Mansoura
Founded 1972, from the Mansoura branch of Cairo University
State control
Number of teachers: 1,820
Number of students: 45,500

7- Helwan University
7 Moderiet El-Tahrir St.,Garden City, Cairo
Founded 1975, incorporating existing institutes of higher education
State control
Number of teachers: 2,350
Number of students: 33,300

8- Monoufia University
Shebeen El-Koam
Founded 1976
State control
Number of teachers: ,863
Number of students: 18,366

9- Menia University
Menia
Founded 1976, incorporating existing faculties of Assiut University
State control
Number of teachers: ,770
Number of students 16,120

10- American University in Cairo
113 Sheia Kasr El-Aini, Cairo
American address: 866 United Nations Plaza, New York, N.Y. 10017
Founded 1919
Private control
Number of teachers: ,228
Number of students: 2,423

COLLEGES IN EGYPT

1- Higher Institute of Public Health
165 Sharia Gamal Abdel Nasser, Alexandria
Founded 1955
State control
Number of teachers: , 50
Number of students: ,850

2- Mansoura Polytechnic Institute
Mit-Khamis Street, Mansoura
Founded 1957
State control
Number of teachers: ,147
Number of students: 2,290

3- Cairo Polytechnic Institute
Shoubra, Cairo
Founded 1961
State control
Number of teachers: ,120
Number of students: 1,810

4- Higher Industrial Institute
Aswan
Founded 1962
State control
Number of teachers: , 40
Number of students: ,680

5- Higher Institute for Management
Maadi, Cairo
Founded 1963 (name changed to) Sadat Academy for Management Science, 1981
State control
Number of teachers: ,138
Number of students: 3,430

SCHOOLS OF ARTS AND MUSIC

1- Higher Institute of Theatre Arts
Cairo
Founded 1944
State control
Number of teachers: , 70
Number of students: ,234

2- Higher Institute of Ballet
Cairo, Alexandria, Ismailia
Founded 1958
State control
Number of teachers: , 34
Number of students: ,157

3- Higher Institute of Cinema
Cairo
Founded 1959
State control
Number of teachers: , 72
Number of students: ,300

4- Higher Institute of Music (Conservatoire)
Cairo
Founded 1959
State control
Number of teachers: ,109
Number of students: ,480

5- Higher Institute of Traditional Arab Music
Cairo
Founded 1967
State control
Number of teachers: , 59
Number of students: ,280

6- Higher Institute of Folklore
Cairo
Founded 1981
State control
Number of teachers: , 6
Number of students: , 99

STATISTICAL DATA

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Population in 1983 was 46.2 millions
Number of teaching staff at all institutions was 26,249
Number of students enrolled at all institutions was 586,789 (under graduate)
Number of universities was 10
Number of colleges was 5
Number of institutes was 6

MAJOR PROBLEMS IN THE CURRENT EDUCATION SYSTEM IN EGYPT.

The most important education task in Egypt is the qualitative and quantitative development of the basic compulsory school (age group 6-14) so as to create educated and productive citizens and to suppress the flow of illiterates into the adult community. The country's attempt at least to match the world's technological progress is at present jeopardized by the extent of illiteracy. This problem has many dimensions, including resources, buildings, aids for teachers, curriculum, etc.

Related to this problem is the changing shape of education pyramid-narrwing at the base and broading at the top. The reconsideration of education pyramid means taking demography, employment, culture, resources and other factor into account.

Education suffers from the fact that the teacher has become more than a mere transmitter of information, and the student a passive recipient of it. The student should be developed into a active, resourceful, self-reliant personality capable of effective and creative taking. The student at any level should be educated in such a way that he or she is capable of self-renewal and self-education.

The educational problems in Egypt, as in any country, are continuously on show and one main defect is the consequent attempt to handle them piecemeal, that is, dealing separately with examination, teacher-pupil relationship, books, buildings, etc. Educational reform must be regarded as a system within a larger system and with its own subsystems.

Examinations. A youngster's future is determined by the aggregate score in the Basic Education Certificate Examination, and can then proceed to further education. The aggregate score determines the type of school a student enters and is critical, for only the highest scoring students go to the preferred option of the academic-secondary school, learning to the university. Otherwise, students register in a technical schools or in teacher-training institutes.

Similarly, the secondary-school-leaving-examination determines on the basis of the aggregate score which faculty and even which university the student can enroll in highly competitive examinations held at the end of the year are responsible for the trade in cram or crib books, and for the demand for private teaching.

There have been attempts at reform, such as increasing the weight of the year's work in final assessments and using objective tests.
The main solution would of course be to make examinations part of the process of effective learning.

NOUR ELDIN ELWAN

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